Community Schools Act of 1977

Impact on Recreation

in North Carolina

Prepared by
North Carolina Department of Natural Resources
and Community Development
Division of Parks and Recreation
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COMMUNITY SCHOOLS ACT OF 1977
IMPACT ON
RECREATION IN NORTH CAROLINA

Consulting Services Section
Division of Parks and Recreation
NC Department of Natural Resources & Community Development

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INTRODUCTION

In 1977, the General Assembly of North Carolina ratified a bill "to promote and provide for Community involvement in and use of the public schools."[1] This was entitled the Community Schools Act.

The purpose of the Act was to "encourage greater community involvement in the public schools and greater community use of public school facilities. To this end it is declared to be the policy of this state:

1) to provide for increased involvement by citizens in their local schools through community schools advisory councils, and

2) to assure maximum use of public school facilities by the citizens of each community in this state."[2]

This Act also authorized the State Board of Education "to allocate funds to local boards of education for the employment of community schools coordinators and for other appropriate expenses upon approval of a program submitted by a local board of education and subject to the availability of funds."[3]

INTENT

The goal of this study was 1) to determine how the Act has opened public school facilities for expansion of citizen recreation program in North Carolina, and 2) to determine impact, opportunities and problems encountered.

All results were analyzed, published and distributed to all municipal and county recreation departments and to superintendents of 144 local school administrative units, the North Carolina Department of Public Instruction, the Governor's Office and to the membership of the Governor's Interagency Council on Community Schools.

The Interagency Council recommends policy and guidelines to the Department of Public Instruction and to Governor Hunt. This project was used to provide guidance to improve public recreation services by identifying problems and successes and may indicate the need for changes in the guidelines for administering the Act.

Both the Governor's Office and the Department of Public Instruction have endorsed the desirability of collecting information as proposed in this project.

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[1] Senate Bill 237, General Assembly of North Carolina, Session 1977, Chapter 682, General Statutes Chapter 115, Subchapter II, Article 7A., "Community Schools Act."

[2] Ibid.

[3] Ibid.

METHODOLOGY

This study had seven basic steps, 1) research and reading, 2) rough draft of questionnaire, 3) pretesting questionnaire, 4) final draft of questionnaire, 5) dissemination, 6) tabulation and 7) a final report. The time frame for this was approximately twelve weeks, full time.

The research and reading included ERIC searches, manual library searches and letters to the North Carolina Community Schols Office and to Appalachian Center for Community Education. Mr. J. Harold Moses, Chairman of the Interagency Council for Community Schools, and Chief, Consulting Services Section, Division of Parks and Recreation, N. C. Department of Natural Resources and Community Development, made available his library of resource materials. This research gave birth to a rough draft of the survey instrument.

The pretesting involved a meeting with Dr. Ellen Voland, North Carolina Division of Community Schools, N. C. Department of Public Instruction, and two Community Schools Coordinators; Ben Tench of Wake County and Barbara Foster of Durham County. Representing the Parks and Recreation Professionals were Stacy Wells, Robeson County; Larry Moubry, Moore County; and Bill Singletary, City of Raleigh.

After further revisions, the survey was mailed to all Community Schools Coordinators who had at least one Parks and Recreation Department within their school districts. It was, in turn, sent to all Park and Recreation Departments who had at least one Community School program within their programming district. (See Addendum C). This was done with the aid of 1) Community Schools Coordinators list, supplied by the Division of Community Schools, 2) the North Carolina Park and Recreation Directory, supplied by the Consulting Services Section, Division of Parks and Recreation, 3) a North Carolina State Map showing cities and counties and 4) the 1978-1979 North Carolina Education Directory, issued by the State Department of Public Instruction. For the cover letter and survey instrument see Addendum D. On the deadline date, all non-respondents were called to stress the importance of their response. In some cases, another copy of the survey was mailed. Below is a table of the responses.

Table I.

Response to Survey

Role Group	Total Being Surveyed	Number of Respondents	Percentage of Groups Response
Community Schools Coordinators	51	48	94.5
County Parks & Recreation Professionals	27	27	100.0
Municipal Parks & Recreation Professionals	58	51	89.9

Open ended questions were recorded in their entirety. These materials were then compiled into a report.

SUMMARY OF FINDINGS

The question under consideration was the 1977 Community Schools Act impact on Recreation in the State of North Carolina, more specifically, the problems and successes.

The survey instrument was divided into two parts. The first part considered the relationship between the Community Schools Coordinator and the Park and Recreation Professional. The second part dealt with the impact of the Act on Public Recreation in North Carolina.

A percentage breakdown of how they felt about their relationships follows. It considered cooperation, understanding, joint participation and sponsorship, communications, agreements and other facets of the working relationship between the Community Schools Coordinators and the Park and Recreation Professionals.

Table II.

Relationship of Community School Coordinators (CSC) and Park and Recreation Professionals (PRP)
(All figures in percentages.)

	Definitely Yes		Yes		Somewhat		No		Definitely Not		N/A	
	CSC	PRP	CSC	PRP	CSC	PRP	CSC	PRP	CSC	PRP	CSC	PRP
Between the CSC and the PRP, is there...												
1) an effort by both parties to cooperate?	66.0	66.0	23.4	22.0	6.4	8.0	0.0	1.0	2.1	0.0	2.1	3.0
2) an understanding of common objectives?	46.8	34.7	31.9	44.0	17.0	10.7	0.0	8.0	2.1	0.0	2.1	2.7
3) an understanding of the concept of Community Schools?	39.1	30.8	37.0	43.6	17.4	19.2	2.2	2.6	2.2	1.3	2.2	2.6
4) sense of joint participation in meeting a joint community responsibility?	44.7	30.3	31.9	43.4	14.9	15.8	2.1	7.9	4.3	0.0	2.1	2.6
5) an understanding of each other's problems?	36.2	27.3	31.9	39.0	23.4	19.5	2.1	9.1	4.3	2.6	2.1	2.6
6) giving credit where deserved in public relations?	51.1	30.3	29.8	42.1	10.6	13.2	0.0	6.6	4.3	2.6	4.3	5.3
7) a good reputation for upholding agreements to the letter?	43.5	31.2	43.5	49.4	4.3	10.4	2.2	5.2	2.2	0.0	4.3	3.9
8) joint participation in planning programs?	26.1	19.7	28.3	30.3	23.9	30.3	8.7	11.8	8.7	3.9	4.3	3.9

Table II. (Continued)

Relationship of Community School Coordinators (CSC) and Park and Recreation Professionals (PRP)
(All figures in percentages.)

	Definitely Yes		Yes		Somewhat		No		Definitely Not		N/A	
	CSC	PRP	CSC	PRP	CSC	PRP	CSC	PRP	CSC	PRP	CSC	PRP
Between the CSC and the PRP, is there...												
9) joint participation in planning new facilities?	13.6	7.9	15.9	10.5	13.6	18.4	20.5	32.9	6.8	14.5	29.5	15.8
10) immediate action on all complaints?	26.1	22.1	41.3	39.0	21.7	20.8	0.0	6.5	4.3	1.3	6.5	10.4
11) good and open communication?	46.8	35.5	40.4	39.5	10.6	15.8	0.0	3.9	0.0	2.6	2.1	2.6
12) clear working definitions of education vs. recreation	33.3	18.4	37.8	32.9	22.2	23.7	4.4	18.4	0.0	1.3	2.2	5.3
13) joint sponsorship of activities?	44.7	18.2	23.4	32.5	17.0	16.9	10.6	22.1	0.0	3.9	4.3	6.5
14) reciprocal arrangements for use of properties?	42.6	30.3	31.9	44.7	8.5	15.8	10.6	1.3	0.0	3.9	6.4	3.9
15) establishment of a clear agreement on policies?	25.5	25.0	44.7	35.5	17.0	27.6	6.4	2.6	2.1	5.3	4.3	3.9
16) agreement and understanding of rules and regulations?	34.0	25.0	51.1	48.7	6.4	18.4	4.3	2.6	2.1	1.3	2.1	3.9
17) agreement and understanding for fees and charges?	38.3	25.0	42.6	38.2	6.4	19.7	6.4	9.2	0.0	2.6	6.4	5.3

EQUATED VIEWS OF COMMUNITY SCHOOLS COORDINATORS

When Community Schools Coordinators were asked how they would describe their working relationship with the Park and Recreation Professionals, 43.5% rated it excellent, 43.5% thought it good, 8.7% responded average and 4.3% thought it poor.

On improving the relationship the responses were varied. Some one-third of the Community Schools Coordinators (34.4%) said joint meetings and long-range planning would help, 17.1% said more communication, 8.6% said a better understanding of each others roles and responsibilities would help. Other responses include compliance of contractual agreement by recreation department (5.7%), increased recreation budget to better serve needs (5.7%), more individual contact (5.7%), more informal exchange (5.7%) and to get a new Recreation Director (5.7%). Other Community Schools Coordinators thought the following was needed to improve the relationship more cooperation from Recreation Department (3.0%), giving credit where deserved in public relations (3.0%) and a closer understanding of each others goals and objectives (3.0%).

Some 91% of the Community Schools Coordinators did not consider financing jointly sponsored programs and facilities an area of difficulty, 9% said it was. Some responding no said this was because they do not jointly sponsor programs and facilities.

Also, 88% of the Community Schools Coordinators said they do not experience unnecessary duplication in programming or in facilities, 12% said they do. Duplication was with the Community College and the Young Men's Christian Association (YMCA). One response was "Yes, there is duplication, if you consider we have over 300 human services." The reasons for this duplication was mostly because there is a lack of coordination, cooperation and collaboration. The second most given answer was a lack of defining differences between education and recreation.

Additional comments by Community Schools Coordinators was a chance to express anything about their relationships that was not expressed before. "Recreation and Community Schools are working/planning together to use school facilities for our people." "Our advisory boards interrelate." "People think Community Schools is just recreation." "Community Schools (by Act) is charged with coordinating programs through agencies, not competing or duplicating...." "All agencies (have been) very cooperative and receptive." "Many difficulties." "Truly pleasant relationship." "I feel good about our relationship. I hope both programs will continue to grow as they have this past year." And finally..."As Community Schools Coordinator, I would like to work more closely with the Recreation Department in planning recreation activities and programs for the community and encourage use of school facilities more. Next year, we are planning to have a recreation committee in each Parent-Teacher Association (PTA) to work with the Recreation Department in planning family oriented activities and programs."

EQUATED VIEWS OF PARK AND RECREATION PROFESSIONALS

Park and Recreation Professionals were also asked about their working relationship with the Community Schools Coordinators. Nearly one-half considered their relationship excellent (48.6%), over one-third thought it good (36.5%), approximately five percent thought it average (5.4%), approximately five percent thought it poor (5.4%), and four percent considered their relationship non-existent (4.0%).

The mass majority of the replies demonstrate a need for better communication, more involvement and joint meetings and planning. Below are some of the responses: More and regular meetings (14.3%), by working closer in general (5.7%), by meeting the person (5.7%), long term agreements, not program-to-program (2.9%), better understanding by the Community Schools Coordinator of problems of financing public recreation (2.9%), by the Community School Personnel striving to educate school administrators as to objectives of community recreation program (2.9%), need definitions of terms for a Community Schools Coordinator and the responsibilities of a Community Schools program (5.7%), more involvement by school board and superintendent (2.9%), and finally, with written agreements (2.9%).

Over three-fourths of the Park and Recreation Professionals said financing jointly sponsored programs and facilities has not been an area of difficulty (76.8%). (8.7% responded N/A.) One-seventh (14.5%) responded yes, saying; "town and school cannot come to any agreement as to who should foot the bill for lights, maintenance, etc." "It is an irritation to the superintendent to pay heat and lights, before the Community Schools Act, Recreation Department paid for heat and lights if used." "Problem stems from a lack of input in planning the programs, they plan and then seek financial aid from the Recreation Departments."

A majority expressed they had no unnecessary duplication in programming or facilities (66.7%), one-third did to some extent (33.3%) with the Community Colleges, Young Men's Christian Associations (YMCA), individuals, and town versus rural programming. In programming areas, the duplication was in Athletics, Arts and Crafts, Hobby Classes and Summer Programs.

By far, the most frequent reason given for this duplication was a lack of communication, cooperation and collaboration. The second most frequent answer was a lack of guidelines to regulate Community Schools programs, so they do not operate like a recreation department.

Additional comments were given by the Park and Recreation Professionals. Actual quotes follow.

- Community Schools Director would like to change policy on fees and charges, but hampered by the School Board.

- At present, a select few schools in the county are "community schools" these are not in the areas we are trying to serve.

- With a better relationship and understanding with the School Principal, I believe that the Recreation Department and the schools will be better. It is developing!

- Community Schools concept is a good thing, problem is getting local school officials to cooperate and share facilities. They think everything is theirs.

- By having a Community Schools Coordinator we have just one person to contact in working out programs. It provides better scheduling.

- Having problems with school system personnel, who enforce their own rules and regulations without consultation. Help!

- Coordinator needs to be more aggressive and assertive to the Principal to carry out the true policy of Community Schools.

- Not all schools comply, Principal of High School will not let public use under any circumstances. At other schools have to have four people present, a male member of the staff, a custodian, a supervisor, and a law enforcement officer.

- Our county needs more cooperation between the Community Schools Coordinator and the Superintendent of the School System.

- Excellent Relationship!

- Smooth Operation!

- There is no relationship even though I am on the Community Schools Committee.

- Community Schools Coordinator is very helpful and cooperative in providing use of school facilities.

- Outstanding, praying for continuance.

- Community Schools Coordinator should be a Recreation person, they give the job to someone they want out of the classroom.

- Community Schools Coordinator should facilitate, not program!

IMPACT: SCHOOL INVOLVEMENT

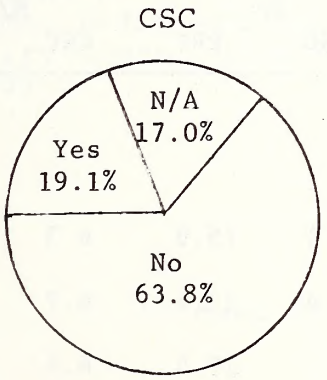
Questions 1, 2 and 3 of the impact questions deal with the schools involvement in recreation activities. In most cases, the school board does not help plan or implement recreation activities, but there is use of school faculty personnel as paid leaders or supervisors of recreation programs.

A little more than half of the parks and recreation professionals said the school does not supply leadership in the school connected recreation program, while close to three-fourths of the Community Schools Coordinators said they do.

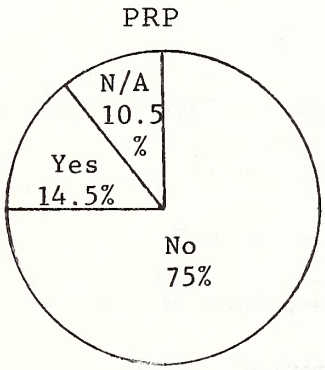
Question 6 deals with the Community School curriculum's involvement in helping promote an appreciation in recreation activities. The majority of Park and Recreation Professionals and Community Schools Coordinators believe the Community School curriculum helps students acquire lifelong skills, appreciation and interests in the arts, in outdoor education, in music, in dance, in drama, in athletics and in hobbies and extracurricular activities. In every case, the percentage of Community Schools Coordinators answering yes was notably higher than that of Park and Recreation Professionals. Visual results of this follow.

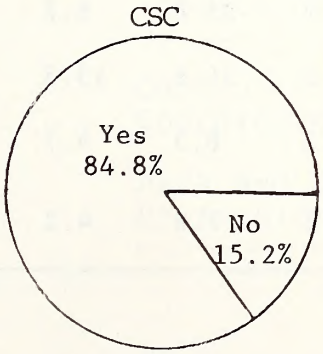
Table III.

Diagrams of School Involvement



Does the School Board help plan or implement Recreation activities?





Is there any use of school faculty personnel as paid leaders or supervisors of recreation programs?

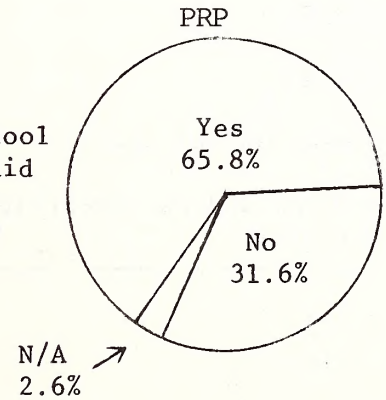


Table III. (Continued)

Diagrams of School Involvement

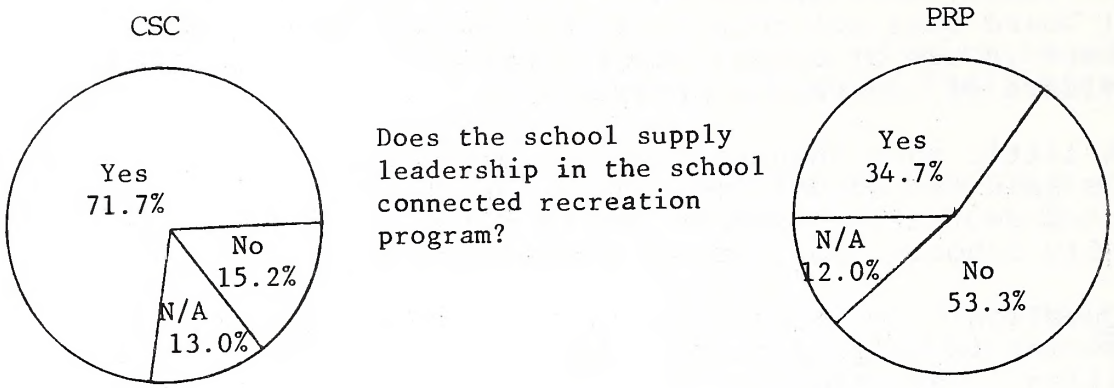


Table IV.

Curriculums Involvement in Promoting Recreation Activities
(All figures in percentages.)

	Yes		No		N/A	
	CSC	PRP	CSC	PRP	CSC	PRP
Does the Community Schools Curriculum help students acquire lifelong skills, appreciation and interests...						
a) in the arts?	91.7	63.8	2.1	15.9	6.3	20.3
b) in outdoor education?	68.9	41.8	24.4	32.8	6.7	25.4
c) in music?	87.2	45.6	6.4	29.4	6.4	25.0
d) in dance?	80.4	45.5	10.9	25.8	8.7	28.8
e) in drama?	64.4	40.9	22.2	34.8	13.3	24.2
f) in athletics and sports?	91.5	78.9	4.3	8.5	4.3	12.7
g) in hobbies and extra-curricular activities?	93.8	72.7	2.1	7.6	4.2	19.7

IMPACT: FACILITY USE

The next questions were concerned with 1) when is the facility used by the Parks and Recreation Department, 2) what are the conditions for using the facility and 3) what type of agreement is established for this use.

There was overwhelming agreement that the Parks and Recreation Department was able to use the facility when there was "dead space" in the schools, or time not taken up by school activities. (see Table V.)

The conditions placed on parks and recreation departments for use of the school facilities ranged from no conditions to signing a binding contract. Community Schools Coordinators response to conditions were 1) responsible for damage, 2) must provide supervision, 3) must clean up, 4) must pay utilities and 5) cannot conflict with school events. The Park and Recreation Professionals were much more verbal with the conditions. Their response, in order of priority were 1) have proper supervision, 2) must keep clean, 3) must pay for heat and lights, 4) responsible for damage, 5) must pay for a school supervisor, 6) must make necessary repairs, 7) must be non-profit and 8) must have a 15 to 1 participant/staff ratio.

The type of agreements vary from facility-to-facility. On a whole, the agreements are still verbal in nature, with the exceptions of the auditoriums, gymnasiums, manual art rooms and stadiums, being written agreements. Rifle-pistol ranges and School Community Center Buildings were 50% verbal, 50% written. (see Table VI.)

Table V.

Allowed to Program During "Dead Space"

Role Group	Yes	No
Community Schools Coordinators	97.7	2.3
Park and Recreation Professionals	94.5	5.5

Table VI.

Types of Agreements

Facility	Agreement					
	Percent Verbal		Percent Written		Percent None	
	CSC	PRP	CSC	PRP	CSC	PRP
arts & crafts	66.6	53.3	33.3	33.3	0.0	13.3
athletic fields	63.4	51.6	36.6	40.6	0.0	7.8
auditorium	48.0	36.8	52.0	57.9	0.0	5.3
baseball diamonds	57.5	75.0	42.5	46.0	0.0	6.4
classrooms	56.2	48.5	43.7	50.0	0.0	5.7
custodian/services & supplies	52.6	50.0	47.3	44.4	0.0	5.5
garden plots	100.0	50.0	0.0	25.0	0.0	25.0
golf courses	100.0	87.5	0.0	12.5	0.0	0.0
gymnasiums	48.8	37.7	51.1	57.9	0.0	4.3
hard-surface courts	69.2	60.0	30.7	27.2	0.0	12.5
ice rinks	100.0	100.0	0.0	0.0	0.0	0.0
libraries	66.6	72.2	33.3	23.0	0.0	0.0
manual arts rooms	0.0	16.6	100.0	66.6	0.0	16.6
music rooms	42.8	54.5	57.1	36.3	0.0	9.0
park acreage	66.6	58.6	33.3	24.1	0.0	17.2
playfields	56.7	50.0	43.2	38.8	0.0	11.1
playgrounds	55.2	57.1	44.7	32.6	0.0	10.2
picnic areas	66.6	60.7	33.3	25.0	0.0	14.2
restrooms	10.0	52.3	90.0	38.0	0.0	9.5
rifle-pistol ranges	100.0	40.0	0.0	60.0	0.0	0.0
School Community Center Building	60.0	40.0	40.0	60.0	0.0	0.0
stadiums	52.6	37.0	47.3	51.8	0.0	11.1
swimming pool	75.0	61.9	25.0	28.5	0.0	9.5
tennis courts	62.5	53.6	33.3	34.1	4.1	12.1
tracks	61.1	55.5	38.8	33.3	0.0	11.1
trap-skeet ranges	100.0	40.0	0.0	60.0	0.0	0.0

IMPACT: FEES AND CHARGES

This section closely relates to the last section in that fees and charges is a condition for use. The factors to be examined are 1) private recreation groups use of school facilities and their fees, 2) whether or not the Parks and Recreation Departments were being charged, and if so, was this an area of difficulty, and 3) the amounts Parks and Recreation Departments were being charged for this use.

In approximately half of the situations, private recreation agencies do have use of publicly owned facilities. Community Schools Coordinators expressed that they are charged a fee higher than that of the Park and Recreation agencies. Park and Recreation Professionals disagree. (see Table VII.)

A little over one half of the Parks and Recreation Departments are not being charged for the school facilities (CSC, 57.1%; PRP, 52%). Both Community Schools Coordinators and Park and Recreation Professionals identified difficulties in this area. The most common problem given by the Community Schools Coordinators are 1) School Board made policy for fees and charges. The Community Schools Coordinator would like to see fees reduced and 2) Recreation Department does not comply with schools special fee. One problem cropped up completely different in nature, "The County Board of Education is currently providing payment of major portion of utilities and maintenance, putting the Community Schools program on the defense." Parks and Recreation Professionals described their difficulties to be 1) "the fees charged are too high, we have to charge the participant," 2) "Charged a custodial fee when they do not do anything, or they do work not related to our activity," 3) "Recreation Department must pay to use school facilities, while not charging school for using Recreation Department facilities, schools think it would be unfair for them to be charged," and 4) "Recreation Department is not charged but neither are private groups who may offer same programs as Recreation Department does." One Recreation Department wrote saying, "We do not have any difficulties, we put up the matching funds for the Community Schools grant ($8,333.00) and use the school as much as we please."

Table VII.

Private Agency Use of Public Facilities

	% Yes		% No		% N/A	
	CSC	PRP	CSC	PRP	CSC	PRP
1) Do any private recreation agencies have use of any publicly owned facilities?	46.8	45.9	36.2	41.9	17.0	12.2
2) If any private recreation agencies do use the facilities, are they charged a fee higher than that of the Park and Recreation agency?	34.8	17.4	23.9	34.8	41.3	47.8

Slightly less than half of the Recreation and Park agencies are being charged for the use of the school facilities. Below is a chart of some sample fees and charges for the facilities.

Table VIII.

Sample Fees and Charges

Arts and Crafts	Athletic Fields	Auditoriums
15.00 per day	250.00 per night	300.00 per month (2)
5.00 per person	150.00 per night	100.00 per night
7.00 per hour	50.00 per day	50.00 per night (2)
5.00 per hour (2)	30.00 per day	12.00 per night
2.50 per hour (2)	18.00 per game	50.00 per day
5.00 per use	10.00 per hour	30.00 per day
Utilities (4)	5.26 per hour	35.00 per hour
No Charge (35)	5.00 per hour	7.00 per hour
	Utilities & Custodial	5.26 per hour
	Utilities (7)	5.00 per hour (2)
	No Charge (70)	2.50 per hour (3)
		25.00 per use (2)
		Utilities (3)
		No Charge (34)

Baseball Diamonds	Classrooms	Custodian Services
30.00 per game	12.00 per night	Time and a half
30.00 per day	10.00 per night	5.00 per hour (4)
6.00 per hour	21.00 per hour	3.00 per hour (2)
5.00 per hour	6.22 per hour	No Charge (20)
5.00 per hour + lights	5.00 per hour	
Utilities & Custodial	2.50 per hour (3)	
Utilities (6)	1.00 per hour	
No Charge (70)	.50 per hour	
	5.00 per use	
	Utilities (3)	
	No Charge (44)	

Golf Courses	Gymnasiums	Gymnasiums (Continued)
6.00 per hour	4,000.00 a year	10.00 per hour
Utilities	300.00 a year	7.00 per hour
No Charges (6)	165.00 per season	6.22 per hour
	25.00 per session	6.00 per hour
	100.00 per month	5.00 per hour (4)
	20.00 per use	4.00 per hour
	10.00 per use	3.50 per hour
	2.00 per use (2)	3.33 per hour
	12.00 per night	2.50 per hour (3)
	3.00 per night	2.00 per hour
	100.00 per day	1.00 per hour (2)
	30.00 per day	Utilities (6)
	15.00 per day	No Charge (54)
	2.00 per day	

Table VIII. (Continued)

Sample Fees and Charges

Hard-Surface Courts	Libraries	Manual Art Rooms
Utilities (3) No Charge (53)	75.00 per month 20.00 per day 5.00 per use Utilities No Charge (23)	2.50 per hour Utilities No Charge (10)
Music Rooms	**Playfields**	**Picnic Areas**
10.00 per day 5.00 per use 7.00 per hour 2.50 per hour Utilities No Charge (13)	2.00 per use No Charge (68)	5.00 to 10.00 daily No Charge (33)
Restrooms	**School-Community Center Building**	**Stadiums**
4.42 per hour Utilities (3) No Charge (57)	21.00 per night 5.00 per night 10.00 per day 3.33 per hour Utilities No Charge (14)	250.00 per night 150.00 per use 25.00 per use 7% of gate 5.00 per hour 2.50 per hour Utilities (8) No Charge (22)
Swimming Pools	**Tennis Courts**	**Tracks**
1,000.00 per 8 months 30.00 per hour 1.00 per person .50 per person .25 per person No Charge (21)	50.00 per hour 1.00 per person Utilities (3) No Charge (50)	Utilities (2) No Charge (34)

Additional

6,000.00 per year for whole school
800.00 per year for whole school (2)
8,333.00 per year for whole school

IMPACT: PEOPLE, PROGRAMS AND FACILITIES

This section is concerned with the impact of the Act on people, programs and facilities. Specifically, 1) what age group has shown the largest increase in participation, 2) what new programs and facilities are being offered, 3) what programs and facilities were expanded and improved, 4) the impact on vandalism, 5) what new groups are programming in the school facility and 6) what degree has it had an impact on program areas.

Both Community Schools Coordinators and Park and Recreation Professionals agree that through Community Schools, adults have shown the largest increase in participation of recreation activities, but this is only marginal over youth. (see Table IX.)

The programs now being offered that were not being offered before Community Schools Act of 1977 are varied. Community Schools Coordinators voted athletics the #1 new programming area, mainly basketball, gymnastics, volleyball, weight lifting, baseball, football, softball, soccer, and track. Some 10.4% of the Community Schools Coordinators expressed that there were no new programs, that schools were being used long before the Community Schools Act. Parks and Recreation Professionals answered 41% that there were no new programs due to the Act, some saying that the facilities were just easier to get with less complaints. The rest expressed that athletics opened up the most as a result of the Community Schools Act of 1977.

On expanding or improving programming or facilities, 36% of the Park and Recreation Professionals expressed none, but 44% expressed expansion and improvement in their athletics programs with a greater use of the gyms. Some said they were able to expand and improve most programs due to the new low cost of programming. Community Schools Coordinators biggest area of expansion and improvement was in the area of athletics (50%).

Table IX.

Increase in Participation of Recreation Activities by Age Group

Role Group	Youth	Teens	Adults	Senior Citizens
Community School Coordinators	33.3	17.3	44.0	5.3
Park and Recreation Professionals	37.6	12.9	45.2	4.3

Of the Park and Recreation Professionals and Community Schools Coordinators who knew whether or not additional programming in the school had had an impact on vandalism, 62.1% of the Community Schools Coordinators said it had while only 45.8% of the Park and Recreation Professionals agreed. Some comments to describe this impact follows, "summer of 1977, replaced 47 windows; summer of 1978, replaced 8 windows." "With more people using facilities in the schools after hours, petty vandalism increased but intense vandalism decreased." "Substantial reduction." "Outside vandalism decreased but inside vandalism increased." "Decreased sharply with use by Parks and Recreation Department." "Decreased at both school and parks and recreation department." "Less because there is less dead time." One department described a problem in this area, "If there is <u>ever</u> any vandalism it is blamed on the park and recreation department, and we are charged for damages."

The next question concerned itself with which groups are programming in the facility that were not before the 1977 Community Schools Act. Some 31% of the Community Schools Coordinators and 19% of the Park and Recreation Professionals said that there were no new groups programming in the facility, but there was an increase in the frequency of their programming. According to Community Schools Coordinators and Park and Recreation Professionals, the new groups programming in the facility most are 1) Community groups, 2) Civic groups, 3) Parks and Recreation Departments, 4) Special Interest groups, 5) Voluntary groups, 6) Youth groups, 7) Special Populations, 8) Business, Industrial groups, 9) Community Colleges and 10) Commercial groups.

Community Schools degree of impact on the different program areas can best be described as "some" and "positive". The Community Schools Act impact on Arts and Crafts has been "some" and "positive"; on cultural arts, "some" and "positive"; on Outdoor or Environmental Education, it has been "little" to "none"; hobbies and clubs, it has been "some" and "positive"; and in the area of social recreation, it has been "some" and "positive". In the performing arts, the degree of impact of Community Schools has been "some" and "positive"; "extensive" and "positive" has been the impact on athletics; aquatics, "no" impact; special events has been impacted "some" and "positive"; and education of leisure activities has been "some" and "positive". (see Table X.)

Table X.

Degree of Community Schools Impact on Recreation Programming Areas
(All figures in percentages)

Program Area	Extensive		Some		Little		None		Positive		Negative	
	CSC	PRP	CSC	PRP	CSC	PRP	CSC	PRP	CSC	PRP	CSC	PRP
1) Arts & Crafts	26.0	8.3	58.7	47.2	8.7	23.6	6.5	20.8	100.0	98.0	0.0	2.0
2) Cultural Arts	16.3	2.9	62.8	36.8	14.0	26.5	7.0	33.8	97.4	95.3	2.6	4.6
3) Outdoor or Environmental Education	8.7	0.0	26.1	29.8	34.8	14.9	30.4	55.2	93.3	96.5	6.7	3.4
4) Hobbies & Clubs	21.3	11.4	61.7	37.1	8.5	22.8	8.5	28.5	100.0	97.9	0.0	2.1
5) Social Recreation	34.8	15.7	56.5	37.1	2.2	24.2	6.5	22.8	100.00	94.2	0.0	5.7
6) Performing Arts	10.9	8.5	47.8	27.1	19.6	31.4	21.7	32.8	97.1	97.7	2.9	2.3
7) Athletics	53.2	38.0	36.2	30.9	2.1	16.9	8.5	14.0	100.0	98.2	0.0	1.7
8) Aquatics	2.2	2.9	10.8	8.7	8.7	5.8	78.2	82.6	100.0	80.0	0.0	20.0
9) Special Events	35.5	12.6	53.3	39.4	4.4	28.1	6.7	19.7	100.0	96.0	0.0	3.9
10) Education of Leisure Activities	44.4	5.7	44.4	38.5	6.7	34.3	4.4	21.4	100.0	98.0	0.0	2.0

SUMMARY

The Community Schools Act of 1977 provided funds for a Community Schools Coordinator and provided the right for the community to use the schools. In many cases, the Parks and Recreation Department already had an agreement with school officials for using the facilities. The Act has encouraged more use and coordinated the groups who want to use the facility.

As with any new program, this project has taken time to establish. There are still some areas of difficulty to be worked out.

Fees and charges vary greatly from school district to district. In most cases, Parks and Recreation Departments are on tight budgets and need to use school facilities at the lowest cost possible. Every school district should examine their fee schedule to make sure that the facilities are available at the lowest cost possible.

A reoccurring problem is the need for more cooperation, collaboration and coordination. To make this concept work, all agencies must plan jointly for the maximum benefit of the community.

There seems to be some differences in the way Community Schools Coordinators views their roles. Some are facilitating, others are facilitating and programming. This leads to a low level competition between the agencies to offer programs. This could be alleviated by the Community Schools Coordinator facilitating and acting as a consultant to the joint planning sessions of the human service agencies on the needs of the community. Joint planning will lessen duplication and competition between agencies. As professionals work closer in this capacity, the working relationship and the service to the community will improve.

ADDENDUM A

Community Schools Act of 1977

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 1977
RATIFIED BILL

CHAPTER 682

SENATE BILL 237

AN ACT TO PROMOTE AND PROVIDE FOR COMMUNITY INVOLVEMENT IN AND USE OF THE PUBLIC SCHOOLS.

The General Assembly of North Carolina enacts:

Section 1. Chapter 115 of the General Statutes is amended by adding a new Article within Subchapter II to be designated Article 7A and to read as follows:

"ARTICLE 7A.

"Community Schools Act.

"§ 115-73.1. Title of Article.--This Article shall be known and may be cited as the 'Community Schools Act'.

"§ 115-73.2. Purpose of Article.--The purpose of this Article is to encourage greater community involvement in the public schools and greater community use of public school facilities. To this end it is declared to be the policy of this State:

(1) to provide for increased involvement by citizens in their local schools through community schools advisory councils, and

(2) to assure maximum use of public school facilities by the citizens of each community in this State.

It is further declared to be the policy of this State that, to the extent sufficient funds are made available, each local board of education shall comply with the provisions of this Article.

"§ 115-73.3. Definitions.--As used in this Article:

(1) The terms 'public school facility' or 'public school facilities' mean any education facility under the jurisdiction of a local board of education, whether termed an elementary school, middle school, junior high school or high school.

(2) The term 'community schools advisory council' means a committee of citizens organized to advise community school coordinators, administrators, and local boards of education in the involvement of citizens in the educational process and in the use of public school facilities.

(3) The term 'community schools coordinator' means an employee of a local board of education whose responsibility it is to promote and direct maximum use of the public schools and public school facilities as centers for community development.

(4) The term 'interagency council' means a committee of agency and organizational representatives appointed by the Governor to work with the State Superintendent of Public Instruction concerning the involvement of statewide agencies and organizations with the public schools.

"§ 115-73.4. State Board of Education; duties, responsibilities.--The State Superintendent of Public Instruction shall prepare and present to the State Board of Education recommendations for general guidelines for encouraging increased community involvement in the public schools and use of public school facilities. The State Superintendent of Public Instruction shall consult with the interagency council in preparing the general guidelines. These recommendations shall include, but shall not be limited to provisions for:

(1) the use of public school facilities by governmental,

charitable or civic organizations for activities within the community;

(2) the utilization of the talents and abilities of volunteers within the community for the enhancement of public school programs including tutoring, counseling and cultural programs and projects; and

(3) increased communications between the staff and faculty of the public schools, other community institutions and agencies, and citizens in the community.

Based on the recommendations of the Superintendent of Public Instruction, the State Board of Education shall adopt appropriate policies and guidelines for encouraging (1) increased community involvement in the public schools; and (2) use of the public school facilities.

The State Board of Education shall establish rules and regulations governing the submission and approval of programs prepared by local boards of education for encouraging increased community involvement in the public schools and use of public school facilities.

The State Board of Education is authorized to allocate funds to the local boards of education for the employment of community schools coordinators and for other appropriate expenses upon approval of a program submitted by a local board of education and subject to the availability of funds. In the event that a local board of education already has sufficient personnel employed performing functions similar to those of a community schools coordinator, the State Board of Education may allocate funds to that local board of education for other purposes consistent with

this Article. Funds allocated to a local board of education shall not initially exceed three fourths of the total budget approved in the community schools program submitted by a local board of education.

"§ 115-73.5. Authority and responsibility of local boards of education.--Every local board of education which elects to apply for funding pursuant to this Article shall:

(1) develop programs and plans for increased community involvement in the public schools based upon policies and guidelines adopted by the State Board of Education;

(2) develop programs and plans for increased community use of public school facilities based upon policies and guidelines adopted by the State Board of Education;

(3) establish rules governing the implementation of such programs and plans in its public schools and submit these rules along with adopted programs and plans to the State Board of Education for approval by the State Board of Education.

Programs and plans developed by a local board of education shall provide for the establishment of one or more community schools advisory councils for the public schools under the board's jurisdiction and for the employment of one or more community schools coordinators. The local board of education shall establish the terms and conditions of employment for the community schools coordinators.

Every local board of education which elects to apply for funding pursuant to this Article shall have the authority to enter into agreements with other local boards of education, agencies and institutions for the joint development of plans and

programs and the joint expenditure of funds allocated by the State Board of Education. Local funds from every local board of education applying for funds for the community schools program must equal one fourth of the total budget for the community schools program of said local board of education.

"§ 115-73.6. Community schools advisory councils; duties; responsibilities; membership.--Every participating local board of education shall establish one or more community schools advisory councils which may become involved in matters affecting the educational process in accordance with rules established by the local board of education and approved by the State Board of Education and further shall consider ways of increasing community involvement in the public schools and utilization of public school facilities. Community schools advisory councils may assist local boards of education in the development and preparation of the plans and programs to achieve such goals, may assist in the implementation of such plans and programs and may provide such other assistance as may be requested by the local boards of education.

Community schools advisory councils shall work with local school officials and personnel, parent-teacher organizations, and community groups and agencies in providing maximum opportunities for public schools to serve the communities, and shall encourage the maximum use of volunteers in the public schools.

At least one half of the members of each community schools advisory council shall be the parents of students in the particular public school system provided when less than twenty-five (25%) of the pupils attending a particular school reside

outside the immediate community of the school, such persons shall be parents of students in the particular school for which the advisory council is established. The size of the councils and the terms of membership on the councils shall be determined by the local board of education in accordance with the State guidelines.

"§ 115-73.7. Community schools coordinators.--Every participating local board of education shall employ one or more community schools coordinators and shall establish the terms and conditions of their employment. Community schools coordinators shall be responsible for:

(1) providing support to the community schools advisory councils and public school officials;

(2) fostering cooperation between the local board of education and appropriate community agencies;

(3) encouraging maximum use of community volunteers in the public schools; and

(4) performing such other duties as may be assigned by the local superintendent and the local board of education, consistent with the purposes of this Article."

Sec. 2. This program and the provisions of this act shall be implemented to the extent appropriations are provided by the General Assembly and funds are made available by local government, but nothing herein contained shall be construed to obligate the General Assembly to appropriate additional funds to the Department of Public Education. No more than five percent (5%) of the total allocation shall be used for State leadership

within the State Department of Public Instruction.

Sec. 3. This act shall become effective upon ratification.

In the General Assembly read three times and ratified, this the 22nd day of June, 1977.

JAMES C. GREEN, SR.

James C. Green

President of the Senate

CARL J. STEWART, JR.

Carl J. Stewart, Jr.

Speaker of the House of Representatives

ADDENDUM B

Guidelines for the Community Schools Act of 1977

SECTION .0400 - COMMUNITY SCHOOLS PROGRAMS

.0401 GENERAL PROVISIONS

The purposes of the Community Schools Act, G.S. 115-73.1 to 73.7, are to encourage greater community involvement in public schools and greater community use of school facilities by individuals, organizations, and agencies approved locally. The act also encourages extensive use of volunteers in public school programs.

History Note: Statutory Authority G.S. 115-73.1 to 73.7;
Eff. June 7, 1979.

.0402 DEFINITIONS

As used in this section:

(1) Community schools advisory council means a committee of citizens established by the local board of education and organized to advise community schools coordinators, administrators, and local boards of education in the involvement of citizens in the educational process and in the use of public school facilities. A representative group of local citizens is to be selected and may include, but is not limited to, PTA representatives, school staff and students. As required in the Community Schools Act, "at least one-half of the members of each community schools advisory council shall be the parents of students in the particular public school system provided when less than twenty-five percent (25%) of the pupils attending a particular school reside outside the immediate community of the school, such persons shall be parents of students in the particular school for which the advisory council is established."

(2) Local funds used as match means funds generated locally and placed in the community schools budget. Local funds must be at least one-fourth (1/4) of the total community schools budget and may come from the local school board, county commissioners, or any agency, group or organization. Local matching funds may not include revenue generated by fees charged to program participants.

(3) Local interagency advisory council means a systemwide council comprised of community agency representatives. The council may also include, but is not limited to, representatives from local organizations, groups and institutions as deemed appropriate.

History Note: Statutory Authority G.S. 115-73.1 to 73.7;
Eff. June 7, 1979.

.0403 GUIDELINES

For local boards of education electing to apply for funding from the State Board of Education and provided by the North Carolina General Assembly under the provisions of the Community Schools Act, the following guidelines are established for developing local community schools programs:

(1) Establish a community schools advisory council(s). A council is

recommended at each school site in those administrative units choosing to participate in the community schools program. Such councils should include representatives from the community being served. In areas where schools are located in close proximity to one another, or where joint councils are deemed appropriate, an explanation and justification for an alternate plan for citizen involvement shall accompany the application.

(2) It is recommended that a systemwide interagency advisory council be established. Such a recommended council shall include, but is not limited to, representatives from local organizations and agencies and representatives from local community schools advisory councils. If an alternate plan for implementing interagency involvement is deemed appropriate by the local board of education, such a plan and its justification shall accompany the application.

(3) Develop local policies, rules, regulations and plans for increased community involvement in public schools and their programs.

(4) Develop policies, rules, regulations and plans for increased use of public school facilities by individuals, organizations and agencies.

(5) Agreements with other agencies must be consistent with G.S. 115-73.5, "Authority and responsibility of local boards of education," of the Community Schools Act.

History Note: Statutory Authority G.S. 115-73.1 to 73.7;
Eff. June 7, 1979.

.0404 FUNDING

Funds for community schools programs shall be allocated to local boards of education in each of the eight educational districts.

(1) The maximum amount of state funds for each local administrative unit shall not exceed that amount allotted by the State Board of Education and/or appropriated by the North Carolina General Assembly. Local boards of education applying for funds must match at least 25 percent of the total budget from local funds. Local match must come from local school funds or may be provided through joint funding ventures with other agencies and organizations but is not to include fees and charges levied by the local school board.

(2) The funding periods for community schools programs will begin on July 1 and end June 30 each fiscal year.

(3) Final date for approval of applications is August 31. After August 31 of each year, unallocated funds will be distributed on the basis of need and interest.

(4) The primary expenditures of community schools funds shall be for the employment of a community schools coordinator and related expenditures. Expenditures may include: salary and benefits, travel, supplies and materials, telephone and postage, printing and duplicating, inservice training and other direct costs including maintenance and utilities.

History Note: Statutory Authority G.S. 115-73.1 to 73.7;
Eff. June 7, 1979.

.0405 PROCEDURES FOR MAKING APPLICATION

Each local education agency shall be expected to submit an application according to the following:

(1) Participating local boards of education shall make application on forms provided by the Department of Public Instruction.

(2) These forms shall require the local board of education to declare:
- (a) the commitment to the purposes of the Community Schools Act, and
- (b) its willingness to abide by the provisions of the act and guidelines of the State Board of Education.

(3) The application shall contain:
- (a) plans for establishing local community schools advisory councils and plans for interagency involvement,
- (b) local policies and regulations for increased community involvement including volunteers in public schools and increased community use of public school facilities,
- (c) the procedures by which needs of the community will be assessed and the existing resources available to meet those needs,
- (d) the goals and objectives of the proposed program,
- (e) the methods and techniques of cooperation, coordination and collaboration with other agencies,
- (f) the plan for evaluating the program,
- (g) a budget showing total proposed state and local funds to be expended, and
- (h) a program description to include:
  - (i) number of school sites to be used,
  - (ii) age groups to be served,
  - (iii) types of services to be offered, and
  - (iv) administrative organization for implementation of the program.

History Note: Statutory Authority G.S. 115-73.1 to 73.7;
Eff. June 7, 1979.

.0406 CRITERIA FOR PROPOSAL REVIEW

The Interagency Advisory Council on Community Schools, which is appointed by the Governor, will be responsible for reviewing applications.

(1) Applications shall be reviewed in accordance with the following criteria:
- (a) definite statements of goals and objectives specifically related to the purposes of the Community Schools Act,
- (b) specific and clearly defined program plans to include:
  - (i) the recruitment, training and use of volunteers as stated in the act,
  - (ii) the involvement of community schools advisory councils throughout the program's existence,

(iii) the involvement of agencies in program planning and implementation including evidence which demonstrates that efforts will be made for avoiding duplication or competition with programs offered by other agencies and departments,

(iv) the maximum use of school facilities by individuals, groups, organizations, and agencies.

(c) locally developed evaluation plan to measure the impact of the program, and

(d) a community schools program budget.

(2) After the review process, the Interagency Advisory Council will forward the proposals with recommendations to the State Superintendent for his consideration and presentation to the State Board of Education.

History Note: Statutory Authority G.S. 115-73.1 to 73.7;
Eff. June 7, 1979.

ADDENDUM C

List of Respondents
List of Nonrespondents

RESPONDENTS

County Parks and Recreation Departments

Alamance
Ashe
Bladen
Buncombe
Carteret
Forsyth
Gaston
Greene
Harnett
Hoke
Jackson
Lenoir
Macon
McDowell
Mecklenburg
Moore
Onslow
Orange
Pender
Robeson
Scotland
Stokes
Vance
Wake
Watauga
Wilkes
Yancey

Municipal Parks and Recreation Departments

Ahoskie
Asheville
Ayden
Belmont
Bessemer City
Black Mountain
Blowing Rock
Burlington
Carrboro
Cary
Chapel Hill
Coats
Cramerton
Dunn
Durham
Edenton
Farmville
Gastonia
Gibsonville
Goldsboro
Hertford
Hickory
Highlands
Jacksonville
Kernersville
Kings Mountain
Liberty
Lincolnton
Morehead City
Mount Olive
Newton
North Wilkesboro
Oxford
Raleigh
Reidsville
Rocky Mount
Salisbury
Selma
Shelby
Smithfield
Southern Pines
Statesville
Tarboro
Thomasville
Wake Forest
Wendell
Whiteville
Wilkesboro
Wilson
Winston-Salem
Zebulon

Community Schools Programs

Ashe County
Asheville City
Bladen County
Buncombe County
Burlington City
Carteret County
Catawba/Hickory/Newton/ Conover
Chapel Hill/Carrboro City
Charlotte/Mecklenburg
Cleveland County
Durham City
Gaston County
Granville County
Guilford County
Harnett County
Hertford County
Hoke County
Jackson County
Johnston County
Lenoir County
Lincoln County
Macon County
Martin County
McDowell County
Moore County
Onslow County
Orange County
Pender County
Perquimans County
Pitt County
Randolph County
Reidsville City
Robeson County
Rocky Mount City
Salisbury City
Scotland County
Shelby City
Statesville City
Stokes County
Vance County
Wake County
Watauga County
Wayne County/Goldsboro City
Whiteville City
Wilkes County
Wilson City
Winston Salem/Forsyth
Yancey County

NONRESPONDENTS

Municipal Parks and Recreation Departments

Benson
Charlotte
Erwin
Fuquay-Varina
Garner
Randleman
Williamston

Community Schools Programs

Durham City (two coordinators, one responded)
Greene County
Thomasville City

ADDENDUM D

Cover Letter
Community Schools Coordinators Survey
Park and Recreation Professionals Survey

North Carolina Department of Natural Resources & Community Development
James B. Hunt, Jr., Governor
Howard N. Lee, Secretary

DIVISION OF PARKS & RECREATION
James S. Stevens, Jr., Director
Box 27687, Raleigh 27611
Telephone 919 733-4181

June 21, 1979

To: Selected Community Schools Coordinators
Selected Municipal and County Park and Recreation Administrators

From: Leslie W. Phillips, NRCD Intern LWP
J. Harold Moses, Chief, Park/Recreation Consulting Services Section JHM

You have been selected to participate in this study to determine the impact of the 1977 Community Schools Act on Recreation in North Carolina. From this survey, we hope to determine how the Act has opened public school facilities for expansion of citizen recreation programs and to measure the results. Problems and areas of concern will be documented and categorized into a final report. This report will be distributed to all municipal and county recreation departments, to the Superintendents of 145 local school administrative units, to the North Carolina Department of Public Instruction, to the Governor's Office and to the membership of the Governor's Interagency Council on Community Schools.

By answering this survey as accurately as possible, you will be providing guidance to improve recreation services by identifying problems and successes that may indicate changes in guidelines for administering the Act. Neither your name nor the name of your agency will be released with specific answers but there will be a master list of who was selected to participate and which ones cooperated. This survey will take approximately twenty (20) minutes of your time. Your cooperation is greatly appreciated.

PLEASE RETURN COMPLETED SURVEY BY JULY 3, 1979 to:

N.C. Department of Natural Resources & Community Development
Division of Parks and Recreation
PO Box 27687
Raleigh, North Carolina 27611
Attn: Leslie W. Phillips

1977 COMMUNITY SCHOOLS ACT IMPACT ON RECREATION IN NORTH CAROLINA

SURVEY

Name: _____

Position or Title: _____

Number of Years in Your Present Position: _____

Briefly Describe Your Education/Experience for this Position: _____

_____

What School Administrative Unit Do You Represent? _____

Professional Mailing Address: _____

City: _____ Zip: _____

Geographical Area Served (City or County): _____

Approximate Population of Area Served: _____

How many Recreation Departments program within your School District Boundaries? _____

RELATIONSHIP

Please check the following questions either Definitely Yes, Yes, Somewhat, No, Definitely Not or N/A for not applicable.

Between the Community Schools Coordinator and the Director of Parks and Recreation, is there.....

Definitely Yes	Yes	Somewhat	No	Definitely No	N/A	
						1) an effort by both parties to cooperate?
						2) an understanding of common objectives by both agencies?
						3) an understanding of the concept of Community Schools?
						4) a sense of joint participation in meeting a joint community responsibility?
						5) an understanding of each other's problems?
						6) giving credit where deserved in public relations?
						7) a good reputation for upholding agreements to the letter?
						8) joint participation in planning programs?

Definitely Yes	Yes	Somewhat	No	Definitely No	N/A	
						9) joint participation in planning new facilities?
						10) immediate action on all complaints?
						11) good and open communication?
						12) clear working definitions of education versus recreation?
						13) joint sponsorship of activities?
						14) reciprocal arrangements for use of properties?
						15) establishment of a clear agreement on policies?
						16) agreement and understanding of rules and regulations?
						17) agreement and understanding for fees and charges?

Please reply to the following with short answer.

18) How would you describe the working relationship between the Community Schools Coordinator and the Director of Parks and Recreation?_____

19) How might this relationship be improved?_____

20) Has the division of financing jointly sponsored programs and facilities been an area of difficulty? Please describe._____

21) Does your area experience unnecessary duplication in programming or in facilities? If so, what areas do they occur in?_____

22) What is the major reason for this duplication?_____

Please feel free to make any additional comments on the relationship of these agencies at this time._____

IMPACT

Please check the following questions with either yes, nor or n/a for not applicable.

YES	NO	N/A	
___	___	___	1) Does the school board help plan or implement recreation activities?
___	___	___	2) Is there any use of school faculty personnel as paid leaders or supervisors of recreation programs?
___	___	___	3) Does the school supply leadership in the school connected recreation program?
___	___	___	4) Do any private recreation agencies have use of any publicly owned facilities?
___	___	___	5) If any private agencies do use the facilities, are they charged a fee higher than that of the Park and Recreation agency?
			6) Does the Community School curriculum help students acquire lifelong skills, appreciation and interests.....
___	___	___	a) in the arts?
___	___	___	b) in outdoor education?
___	___	___	c) in music?
___	___	___	d) in dance?
___	___	___	e) in drama?
___	___	___	f) in athletics and sports?
___	___	___	g) in hobbies and extracurricular activities?

Through Community Schools, which age group has shown the largest increase in participation in Recreation Activities?

_____ Youth _____ Teens _____ Adults _____ Senior Citizens

Is the Parks and Recreation Department currently being charged for use of the school facility?_____ Is this an area of difficulty? Please describe._____

_____

_____

_____

_____

_____

Is the Parks and Recreation Department able to program in the school facility when there is "dead space"? _____Yes _____No

Are there any conditions placed on the Parks and Recreation Department for this use?

_____

_____

_____

Please answer the following with short answer.

7) What recreation programs or facilities are you now able to offer that you were unable to offer before the Community Schools Act of 1977?_____

_____

_____

8) What recreation programs or facilities were you able to expand or improve due to Community Schools Act of 1977?_____

_____

_____

9) Has the Community Schools concept and Recreation programming had any effect on vandalism at the schools?_____

Please describe._____

_____

Which of the following groups program in the school facility that did not before the 1977 Community Schools Act.

_____Business, Industry Groups

_____Civic Groups

_____Commercial (for profit) Groups

_____Community Groups

_____Parks and Recreation Departments

_____Political Groups

_____Private Clubs

_____Religious Agencies

_____Special Interest Groups

_____Special Populations (Handicapped, Elderly, etc.)

_____Voluntary Agencies

_____Youth Organizations

_____Other (Specify) _____

Please check under the first column if the public facility exists in your area. Under the second column, if the Parks and Recreation Department is using that facility for programming and under the third column as to the type of agreement that exists. The final column is for the amount charged the Parks and Recreation Department for use.

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			Verbal	Written	None	
arts & crafts						$ per
athletic fields						$ per
auditorium						$ per
baseball diamonds						$ per
classrooms						$ per
custodian/services & supplies						$ per
garden plots						$ per
golf courses						$ per
gymnasiums						$ per
hard-surface courts						$ per
ice rinks						$ per
libraries						$ per
manual arts rooms						$ per
music rooms						$ per
park acreage						$ per
playfields						$ per
playgrounds						$ per
picnic areas						$ per
restrooms						$ per
rifle-pistol ranges						$ per
School Community Center Building						$ per
stadiums						$ per
swimming pool						$ per
tennis courts						$ per
tracks						$ per
trap-skeet ranges						$ per
other (specify)						$ per

Please place a check in the blank of the appropiate answer.

To what degree has Community Schools had an impact on the program areas of.....

Arts and Crafts

___extensive ___some ___little ___none

Has the impact been....

___pòsitive ___negative

Cultural Arts

___extensive ___some ___little ___none

Has the impact been.....

___positive ___negative

Outdoor or Environmental Education

___extensive ___some ___little ___none

Has the impact been.....

___positive ___negative

Hobbies and Clubs

___extensive ___some ___little ___none

Has the impact been.....

___positive ___negative

Social Recreation

___extensive ___some ___little ___none

Has the impact been...

___positive ___negative

Performing Arts

___extensive ___some ___little ___none

Has the impact been.....

___positive ___negative

Athletics

___extensive ___some ___little ___none

Has the impact been.....

___positive ___negative

Aquatics

___extensive ___some ___little ___none

Has the impact been...

___positive ___negative

Special Events

___extensive ___some ___little ___none

Has the impact been.....

___positive ___negative

Education of Leisure Activities

___extensive ___some ___little ___none

Has the impact been.....

___positive ___negative

Return by July 3, 1979 to:

N.C. Department of Natural Resources and Community Development
Division of Parks & Recreation
PO Box 27687
Raleigh, NC 27611
Attn: Leslie W. Phillips

1977 COMMUNITY SCHOOLS ACT IMPACT ON RECREATION IN NORTH CAROLINA

SURVEY

Name: _____

Position or Title: _____

Number of Years in Present Position: _____

Briefly Describe Your Education/Experience for this Position: _____

_____

Agency: _____

Agency Mailing Address: _____

City: _____ Zip: _____

Geographical Area Serviced (City or County): _____

Approximate Population of Area Served: _____

How many Community School Coordinators work within your Geographical Area: _____

RELATIONSHIP

Please check the following questions either Definitely Yes, Yes, Somewhat, No, Definitely Not or N/A for not applicable.

Between the Community Schools Coordinator and the Director of Parks and Recreation, is there.....

Definitely Yes	Yes	Somewhat	No	Definitely No	N/A	
						1) an effort by both parties to cooperate?
						2) an understanding of common objectives by both agencies?
						3) an understanding of the concept of Community Schools?
						4) a sense of joint participation in meeting a joint community responsibility?
						5) an understanding of each other's problems?
						6) giving credit where deserved in public relations?
						7) a good reputation for upholding agreements to the letter?
						8) joint participation in planning programs?

Definitely Yes	Yes	Somewhat	No	Definitely No	N/A	
						9) joint participation in planning new facilities?
						10) immediate action on all complaints?
						11) good and open communication?
						12) clear working definitions of education versus recreation?
						13) joint sponsorship of activities?
						14) reciprocal arrangements for use of properties?
						15) establishment of a clear agreement on policies?
						16) agreement and understanding of rules and regulations?
						17) agreement and understanding for fees and charges?

Please reply to the following with short answer.

18) How would you describe the working relationship between the Community Schools Coordinator and the Director of Parks and Recreation?_____

19) How might this relationship be improved?_____

20) Has the division of financing jointly sponsored programs and facilities been an area of difficulty? Please describe._____

21) Does your area experience unnecessary duplication in programming or in facilities? If so, what areas do they occur in?_____

22) What is the major reason for this duplication?_____

Please feel free to make any additional comments on the relationship of these agencies at this time._____

IMPACT

Please check the following questions with either yes, nor or n/a for not applicable.

YES	NO	N/A	
___	___	___	1) Does the school board help plan or implement recreation activities?
___	___	___	2) Is there any use of school faculty personnel as paid leaders or supervisors of recreation programs?
___	___	___	3) Does the school supply leadership in the school connected recreation program?
___	___	___	4) Do any private recreation agencies have use of any publicly owned facilities?
___	___	___	5) If any private agencies do use the facilities, are they charged a fee higher than that of the Park and Recreation agency?
			6) Does the Community School curriculum help students acquire lifelong skills, appreciation and interests.....
___	___	___	a) in the arts?
___	___	___	b) in outdoor education?
___	___	___	c) in music?
___	___	___	d) in dance?
___	___	___	e) in drama?
___	___	___	f) in athletics and sports?
___	___	___	g) in hobbies and extracurricular activities?

Through Community Schools, which age group has shown the largest increase in participation in Recreation Activities?

_____ Youth _____ Teens _____ Adults _____ Senior Citizens

Is the Parks and Recreation Department currently being charged for use of the school facility?_____ Is this an area of difficulty? Please describe._____

_____

_____

_____

_____

_____

Is the Parks and Recreation Department able to program in the school facility when there is "dead space"? _____Yes _____No

Are there any conditions placed on the Parks and Recreation Department for this use?

_____

_____

_____

Please answer the following with short answer.

7) What recreation programs or facilities are now available to your community through the Community Schools Act of 1977?_____

_____

_____

8) What recreation programs or facilities were you able to expand or improve due to the Community Schools Act of 1977?_____

_____

_____

9) Has the Community Schools concept and Recreation programming had any effect on vandalism at the schools? Please explain._____

_____

_____

Which of the following groups program in the school facility that did not before the 1977 Community Schools Act.

_____Business, Industry Groups

_____Civic Groups

_____Commercial (for profit) Groups

_____Community Groups

_____Parks and Recreation Departments

_____Political Groups

_____Private Clubs

_____Religious Agencies

_____Special Interest Groups

_____Special Populations (Handicapped, Elderly, etc.)

_____Voluntary Agencies

_____Youth Organizations

_____Other (Specify)_____

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